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## ► To cite this version:

Valérie Lussi Borer, Simon Flandin, Alain Muller. Referentiality and normativity in trainee teachers' activity when viewing videos of teaching: trends in video-enhanced education and professional development. EARLI Special Interest Group "Research in Teaching and Teacher Education" Conference, Jun 2016, Zürich, Switzerland. hal-01352255

**HAL Id: hal-01352255**

**<https://hal.science/hal-01352255>**

Submitted on 6 Aug 2016

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# Referentiality and normativity in trainee teachers' activity when viewing videos of teaching: trends in video-enhanced education and professional development

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## Theoretical background

Understanding the nature of teachers' activity as they view a classroom video is a key pre-requisite to design effective video-enhanced devices and programs for teacher education and professional development (Gaudin & Chaliès, 2015). During the past decade, numerous studies have described this activity and modeled *cognitive categories, sense-making strategies, interpretative frames* and *sign levels* (e.g. Lussi Borer & Muller, 2014).

Hence, it seems that the cognitive dimension of video viewing activity may develop in different directions; but, nevertheless, (i) a common denominator can be derived: *description, interpretation and evaluation* (D-I-E), and (ii) there is a research lack toward *evaluation signs* which imply two specific dimensions: *referentiality* (past experiences that are linked to the present one – Lussi Borer & Muller, 2014) and *normativity* (normative registers enabling value judgments – Flandin, 2015).

Exploiting a semiotics framework, we intended to (i) describe trainee teachers' activity when viewing videos of teaching using the D-I-E model, in order to check its relevance and (ii) describe *evaluation signs* using generic semiological methods, in order to elaborate new systematic categories within the dimensions of *referentiality* and *normativity*.

## Research questions

1. Is the coding reliability of the D-I-E model sufficient to validate it as a generic descriptive model?
2. What new categories can be derived from systematic semiological study to qualify the understudied dimensions of *referentiality* and *normativity* in teachers' viewing activity?

## Method

We conducted an intervention study with 30 individual video sessions with novice teachers during their induction year. In these 45 minutes sessions, novice teachers were browsing on Neopass@ction (neo.ens-lyon.fr), an online video-enhanced teacher-learning environment designed to support novice teachers' analysis of typical classroom management problems. A researcher facilitated the elicitation of the experience they lived while browsing. Each session was recorded and transcribed *verbatim*. Two researchers analyzed and coded each unit of interaction with the D-I-E model. When the unit was coded as *evaluation*, the data was analyzed focusing on the dimensions of referentiality and normativity.

## Results

We found that coding reliability of the D-I-E model is sufficient to validate it as a generic descriptive model. We found that 75% of the signs are *evaluation*, 15% *interpretation* and 10% *description* ones. Our analyzes showed that *evaluation signs* refer to i) five registers of reference: the filmed teacher activity and/or experience (using data of the self-confrontation interview), his/her own activity and/or experience as teacher, "typical activity and/or experience" of novice teachers, "professional standards or work

rules”, i.e. expert teachers activity and/or experience and ii) four registers of normativity: efficiency, sustainability, acceptability and appropriability.

## References

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